



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

400 W Elm Street, Flagstaff, AZ 86001

Flagstaff Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Excelling
2004-05	Highly Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Tony Cullen  
 Schedule : 07:00 AM to 03:00 PM  
 Grades : 9-12  
 Web Address : [www.flagstaff.k12.az.us/flagstaff\\_high](http://www.flagstaff.k12.az.us/flagstaff_high)  
 Phone Number : (928) 773-8100  
 Fax Number : (928) 773-8146  
 E-mail : [tcullen@apsc.org](mailto:tcullen@apsc.org)

### Mission

The mission of the Flagstaff High School community is to provide a comprehensive education that encourages excellence and cultivates, in each student, those skills and attitudes necessary to become a successful citizen with personal integrity in a diverse world.

### School / Academic Goals

- ü Flagstaff High School will close the performance gap in reading by moving from 91% to 100% of each graduating class, starting with the class of 2007, who will meet or exceed the state standards in reading on the AIMS test within the next 4 years.
- ü Flagstaff High School will close the performance gap in mathematics by moving from 87% to 100% of each graduating class, starting with the class of 2007, who will meet or exceed the state standards in math on the AIMS test within the next 4 years.
- ü Flagstaff High School will close the performance gap in writing by moving from 84% to 85% of each graduating class, starting with the class of 2007, who will meet or exceed the state standards in writing on the AIMS test within the next 4 years.
- ü Articulate and Map Language Arts, Math, Science, Modern Language and Technology curriculums between FHS & middle schools to integrate with Az. State Standards grades 7 - 12. This includes textbook adoption.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1426  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 44

## Instructional Programs

- ü Prevention Programs/Peer Counseling
- ü Advanced Placement/Honors Classes
- ü On-site Child Care Facility
- ü School-to-Work/Career Pathways
- ü NASA Small Learning Community Planning
- ü Vocational Education
- ü Web Page Design & Tech. Integration
- ü Distance Learning Program

## Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/14/2005
Last Day of School :	6/8/2006

## Shared Responsibilities

### School

FHS has a responsibility to prepare all students to be contributing citizens with responsibility toward self, school and community. FHS teachers teach all students how to set and achieve goals. FHS strives to inspire learning as a lifelong process.

### Parents

Parental encouragement, supervision, guidance, and communication about school and learning. Positively influence student achievement, attitudes, aspirations and behaviors. Provide a study area and study time at home. Encourage regular attendance.

## Transportation Policy

Bus transportation is provided for students living beyond 1.5 miles of the school. Every effort is made to work out an efficient bus route and bus schedule in the best interest of all students.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Hispanic Recognition	2005
ü One Commendation National Merit	2006
ü Five AP Scholar's with Distinction	2005
ü Fourteen Flinn Scholars Since 1986	2003

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	324	871	71130	92	91	95	719	708	701	8	15	23	9	11	13	61	59	51	22	14	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	163	439	35465	96	95	96	717	707	702	6	14	21	10	13	13	63	57	53	21	15	13
Male	161	432	35648	88	88	94	722	709	701	10	16	24	7	8	12	60	62	50	23	14	14
African American	NC	17	3868	NC	89	95	NC	690	686	NC	41	33	NC	12	17	NC	29	45	NC	18	6
Hispanic	43	150	25103	93	91	95	698	694	685	21	25	34	19	15	16	49	49	45	12	11	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	77	220	4241	89	89	90	704	693	679	9	23	39	13	15	19	68	57	39	10	5	3
White	189	477	36075	92	92	95	732	719	715	3	8	12	3	7	9	65	65	58	29	19	21
Students with Disabilities	10	47	5862	26	39	71	NA	672	658	NA	38	63	NA	17	15	NA	40	20	NA	4	2
Students without Disabilities	314	824	65268	100	99	98	720	709	705	7	14	19	9	11	12	61	61	54	23	15	15
Limited English Proficient Students	21	54	4859	81	77	93	671	662	662	48	61	64	14	15	15	38	24	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	71	190	22957	85	87	93	700	692	685	14	24	34	14	16	17	63	56	44	8	5	5
Non-Economically Disadvantaged	253	681	48173	95	93	96	725	712	709	6	13	17	7	10	11	61	60	55	26	17	18

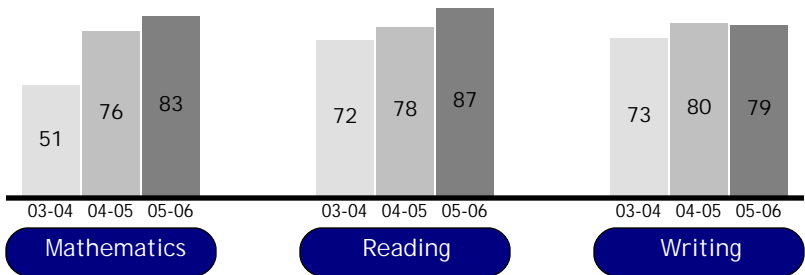
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	331	916	73018	93	95	97	723	710	703	2	3	6	12	18	23	72	70	64	15	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	165	457	36181	95	97	97	723	714	708	1	3	4	10	17	21	73	70	65	15	10	9
Male	166	458	36816	90	92	96	724	707	699	2	3	7	13	19	24	70	70	62	14	8	7
African American	NC	18	3976	NC	90	96	NC	702	689	NC	6	8	NC	33	29	NC	61	59	NC	NA	3
Hispanic	43	159	25801	90	95	96	703	697	683	5	6	10	16	22	34	77	70	53	2	3	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	85	241	4389	91	94	93	695	685	675	4	5	9	26	32	42	65	61	47	6	2	1
White	192	494	37024	95	95	97	740	727	721	1	1	2	5	9	12	72	76	73	22	14	13
Students with Disabilities	16	80	7170	44	64	85	651	656	654	13	10	23	38	53	47	44	35	29	6	3	1
Students without Disabilities	315	836	65848	98	99	98	726	715	708	1	2	4	10	15	20	73	74	67	15	10	9
Limited English Proficient Students	22	61	5099	81	84	95	652	647	641	23	25	29	50	57	59	27	18	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	75	210	23912	88	93	94	688	684	681	8	7	10	28	33	36	63	59	52	1	1	2
Non-Economically Disadvantaged	256	706	49106	94	95	98	734	718	714	NA	2	4	7	14	16	74	74	69	19	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	331	902	72810	93	93	96	702	693	685	3	4	6	19	24	30	68	64	58	11	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	165	455	36111	95	97	97	710	702	695	4	4	4	10	17	23	73	68	65	14	11	8
Male	166	446	36678	90	90	95	695	684	674	2	5	9	28	31	36	63	59	52	8	5	3
African American	NC	18	3962	NC	90	96	NC	693	675	NC	6	8	NC	39	33	NC	39	55	NC	17	3
Hispanic	43	155	25735	90	92	96	674	675	669	9	9	10	30	30	41	60	59	48	NA	2	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	85	237	4370	91	92	92	687	681	670	6	6	9	22	30	39	64	59	50	8	4	2
White	191	486	36915	94	94	97	715	705	697	NA	2	3	13	19	21	73	69	67	14	11	8
Students with Disabilities	16	68	7071	44	54	84	645	647	634	6	12	24	50	56	53	25	28	21	19	4	1
Students without Disabilities	315	834	65739	98	99	98	704	696	689	3	4	4	17	22	27	70	67	62	10	8	6
Limited English Proficient Students	22	57	5046	81	78	94	616	627	621	36	28	31	55	51	56	9	21	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	75	204	23814	88	90	94	679	676	667	7	6	10	32	38	41	56	53	47	5	2	2
Non-Economically Disadvantaged	256	698	48996	94	94	97	709	698	693	2	4	4	15	20	24	71	67	64	13	9	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	91	57	NA	42	96	59	56	51	98	65	58	52
	Language	90	56	46	42	96	56	53	50	98	63	56	50
	Mathematics	90	77	70	63	96	58	55	50	98	61	54	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 6 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Budget
- Ü Technology Development
- Ü Attendance and Discipline
- Ü Freshman Transition/Senior Exit
- Ü School Improvement
- Ü School-Family Partnership

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	74.00
Other Professional Staff	12.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	6	0	1
4 to 6 years	7	10	0	0
7 to 9 years	6	4	0	0
10 or more years	3	22	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	306
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Kids Center Child Care
- Ü TV Studio/Technology Center (7 Labs)
- Ü Commercial Kitchen/Restaurant
- Ü Student Run Store

Extracurricular Activities

- Ü Skills USA
- Ü Future Farmers of America
- Ü National Honor Society /Tutoring
- Ü Student Council
- Ü Full AIA Program
- Ü Native American Honor Society
- Ü Science Olympiad
- Ü Pro-Start/FCCLA

Social Services

- Ü Crisis Intervention
- Ü Counseling Services/Peer Counseling
- Ü Day Care/Parenting Assistance
- Ü Job Placement Services
- Ü Hearing & Vision Impaired

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Student population 1450: 780 students on honor roll (3.0 GPA or better); 260 students earned academic letters (3.5 or better cumulative GPA). Students earned 3.64 million dollars in scholarship awards.

ü Mean SAT scores 2005: Verbal: FHS=527, AZ=508, National=508. Math: FHS=527, AZ=520, National=520.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Promotion Rate <sup>5</sup>	86	89	88	73
Graduation Rate <sup>6</sup>	81	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

FHS promotes a safe climate for learning. There are monthly fire drills, twice-yearly bus evacuation drills & random Intruder on Campus drills. Staff & visitors wear ID badges. Emergency procedures are posted in classrooms & common areas on campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

70

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Richard Sldy	(928) 773-8100
Transportation Policy	Dan McCoy	(928) 773-4170
Community Resources	Kim Hemingway	(928) 773-8120
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Angela Gray	(928) 525-0919
Student Health/Nurse	Kay Balzer	(928) 773-8102

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.